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ABSTRACT

Information on various aspects of education in the Maghreb countries is provided in this annotated bibliography which is part of an educational series. One hundred entries consisting primarily of works from newspaper and government documents and a few periodicals, published in those countries during 1971 and a few in 1972, comprise this work. Emphasis is placed on sections dealing with educational organization in elementary, secondary, vocational, higher education, and adult education, and educational administration in North Africa. Other sections deal with philosophy and theory, educational statistics, teacher training, teaching aids, religious, artistic, and special education, cooperation, and special problems. Abstracts are in English and each entry is marked to indicate the particular country. Other documents in this series are listed in ED 043 067 and ED 047 585. (SJM)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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PREFACE

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal scholarization.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will be, we hope, not only of use to educators and students, but also of interest to those with a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

T 1. "Arabisation ou Bilinguisme" (Arabization or Bilingualism). Le Monde, April 11-12, 1971.

Although they may consistently introduce changes in other areas of education, each successive Minister of National Education has supported Tunisia's original decision that Arabization should be a gradual process and one which must be carried out prudently.

Moreover the government has always upheld that a certain degree of bilingualism should be maintained because although it creates some sociological, pedagogical and even political problems, it is nevertheless a factor of progress.

T 2. M. Chedli Ayari: "Nous aurons la tunisification que nous méritons" (We shall have the Tunisification that we deserve). La Presse, September 26, 1971.

At the ENIT-Industry Convention, Mr. Chedli Ayari, several presidents of principal Tunisian enterprises, students of the ENIT and their professors discussed, among other things, their views on Arabization and Tunisification.

Tunisia's dilemma is not simply a linguistic problem, but the problem of a people uprooted. Foreign influence has created a hybrid civilization with two conflicting life styles. The real problem then is one of civilization, and Arabization is only one aspect of it. The solution lies not in blindly following any one preconceived ideology or program (Arabization or other), but in developing an awareness of the actual needs and reality of Tunisian society and in creating an educational program adapted to these realities.

T 3. "Finalités de l'éducation en Tunisie" (The goals of education in Tunisia), by Abdelmajid Attia. La Presse, March 19, 1971.

To create the Tunisian of tomorrow, elevated from underdevelopment, full of dignity and actively contributing to the creation of a better society, education should be integral, life-long and functional. It must strive to maximally develop an individual's potential, initiative, self-assurance and desire for achievement, while coordinating his natural affinities with the needs of the country.

T 4. "Arabisation progressive" (Progressive Arabization). Maghreb, No. 47, September-October 1971.

Mr. Hedi Nouira, the Prime Minister, presided

over the opening of a conference held by Destourian students from August 9 to 11. In one of the final motions of this conference, students demanded a plan for gradual Arabization of education.

M 5. "Colloque sur les conditions professionnelles pour l'exécution du plan d'arabisation" (A conference on the professional conditions for the execution of the plan for Arabization). L'Opinion, June 5, 1971.

The Association of History and Geography professors announced in a communique that it was very happy with the project to Arabize the teaching of social and philosophical subjects in the nation's secondary schools. They also congratulated and praised those who had worked so hard to realize this project.

MAG 6. "Le Maghreb" (The Maghreb). Paris - Population, special issue, 274 pp. March 1971.

As a result of the rapid growth of their populations, independent Algeria Tunisia and Morocco are beset with the same employment, teaching and economic policy problems, although the proposed solutions and economic objectives of these countries are very different.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

T 7. "Reconsidération de la distribution des bourses" (Reconsideration of the distribution of scholarships). La Presse, August 1971.

This year the Tunisian government has allotted nearly 3,000 Dinars to National Education for the granting of scholarships. This is more than 10 times the 1963 figure.

All prospective college students who intend to study either in Tunisia or abroad and who meet the requirements of the board of examiners are eligible for scholarships.

The conditions of eligibility have been revised this year to take into consideration the candidate's family situation, his aptitude as measured by his terminal class and baccalaureate exam averages, and the needs of the country.

The age of the candidate is no longer an eliminating factor, except where a question of aptitude is raised, and no differentiation is made between students from the capital and those from other regions of the country.

T 8. "M. Tahar Belkhoja préside à Béja, au séminaire des élèves des classes terminales, une tribune libre . . ." (Mr. Tahar Belkhoja presided over a

seminar of terminal class students in Beja: an open rostrum). La Presse, April 1, 1971.

During this seminar, students and those responsible for education discussed various school-related problems, including the reasons for the recent student manifestations in Tunis, Arabization, student concern about the unemployment problem, and the degradation of morals within Tunisian society.

The Minister expressed his confidence in the nation's youth, most of whom have not been influenced by damaging undercurrents, and who lack only a profound understanding of the realities of the nation.

The Minister also assured the students of the enormous attention that the government gives to education, as attested to by the increase in the number of students now attending school and the many scholarships offered to them, the Tunisification efforts being made to preserve the Tunisian personality and the research being done to create new employment opportunities for the nation's citizens.

T 9. "M. Ayari reçoit les membres des bureaux des syndicats des inspecteurs de l'enseignement primaire et des surveillants généraux" (Mr. Ayari receives members of the Union Boards of primary education inspectors and of general superintendents). La Presse, July 28, 1971.

In his office, Mr. Ayari and members of the National Union Board of primary education inspectors examined the following questions:

- reexamination of the grading scale;
- travel expenses;
- insurance;
- administrative expenses;
- overtime;
- professional examinations.

He also held a meeting with members of the National Board of the General Union of Superintendents where they discussed:

- grading scale;
- summer vacations;
- union representation within administrative organizations;
- housing;
- promotion of general superintendents to the directorship of secondary schools.

M 10. "Situation critique des professeurs de l'Enseignement Original" (Critical situation of professors of Religious Education). L'Opinion, January 5, 1971.

Despite the fact that Religious Education has produced a whole generation of staff formed in Arabic, and has played an important role in the preservation of the national language, professors in this field

do not enjoy the same financial and professional advantages as instructors in other branches of education.

The decrees of the Official Bulletin announcing salary increases and promotions for professors, effective January 1, 1971 only supports this fact. The salaries of religious teachers have been frozen and no attempt has been made to improve their financial situation.

Thus instructors in Fes have written a petition to the authorities demanding that their case be studied.

L 11. "Chronologies." Maghreb, No. 43, January-February 1971.

December 12-15, 1970: The Ministers of National Education of the four countries of the Union held a meeting in Khartoum in view of studying the unification of the academic programs of the preparatory cycles.

M 12. "Projet pour la création d'une école nationale d'architecture au Maroc" (Project for the creation of a national school of architecture in Morocco). L'Opinion, September 6, 1971.

Morocco's Order of Architects recently organized a conference for students of architecture, the theme of which was: "Architecture and Town Planning in Morocco and the Formation of Authorities aware of the needs of the Country."

A 13. "Rentrée scolaire 1971-72: sous la présidence de M. Benmahmoud, réunion de travail au Ministère des enseignements primaire et secondaire pour faire le point avant le 20 septembre" (The opening of the 1971-72 school year: Under the presidence of Mr. Benmahmoud there was a work session in the Ministry of Primary and Secondary Education in order to evaluate the situation before September 20). El Moudjahid, September 14, 1971.

In preparation for the coming school year the academic inspectors of the various wilayates and educational authorities of the Ministry of Primary and Secondary Education met in a work session. During this work session, each inspector presented a summary of the exact situation prevailing in his wilaya.

M 14. "Charte nationale de l'enseignement adoptée lors du Séminaire National sur l'Enseignement" (National Educational Charter adopted during a National Seminar on Education). L'Opinion, April 5, 1971.

On January 22, 23 and 24, the Union of Moroccan writers and the National Association of Higher Education organized a national seminar on education. The nation's intellectuals, politicians, union members, students and representatives of the Parents-Teachers' Association all participated in this seminar, which studied the problems of education that had been brought to light by a preparatory committee.

A 15. "Chronologie" (Chronology). Maghreb, No. 46, July-August 1971.

July 15-21: An Egyptian cultural delegation made a visit to Algeria and prepared a program of exchanges. The delegation especially studied the conditions for sending teachers to this country.

A 16. Conçu dans un style maghrébin, l'Institut Islamique de Sétif pourra accueillir 1000 élèves" (Conceived in the style of the Maghreb, the Islamic Institute of Setif will be able to receive 1,000 pupils). El Moudjahid, April 5, 1971.

This institute, whose construction and landscaping cost a total of 2,925,000 Algerian dinars, was planned, started and completed in 16 months. It will be able to accommodate 1,000 pupils, 300 of whom may board there. The school includes 26 classrooms, 2 laboratories, an auditorium of 400 places and a library.

T 17. "M. Ayari reçoit le bureau national du Syndicat de l'enseignement technique" (Mr. Ayari receives the national board of the union of technical instruction). La Presse, July 21, 1971.

In a meeting with the national board of the Union of Technical and Professional Teachers, Mr. Ayari agreed to study questions of the advancement of teachers, the designation of inspectors for technical instruction and the revision of the grading scale.

T 18. "M. Ayari reçoit les bureaux des syndicats de l'enseignement secondaire et des professeurs adjoints" (Mr. Ayari receives the boards of the unions of secondary school teachers and of assistant teachers). La Presse, July 20, 1971.

In a meeting with the national board of the union of secondary school teachers, Mr. Ayari discussed, among other points, the organization of the situation of deputy and auxiliary teachers in secondary schools. These will be able to take

an examination at the beginning of the next academic year and regularly thereafter in order to become assistant teachers.

A mixed commission was also agreed upon to examine all outstanding problems.

Programs of examinations to enable assistant professors to advance to the level of licensed teachers were also agreed upon.

EDUCATIONAL STATISTICS

T 19. "M. Charchour: le nombre des établissements secondaires de la région est passé de 2 à 22 en l'espace de 15 ans" (Mr. Charchour: the number of secondary schools in the region has gone from 2 to 22 in the space of 15 years). La Presse, July 6, 1971.

Nothing better illustrates the government's enormous efforts to improve the conditions of its citizens by raising their intellectual and cultural level than this increase in the number of schools in the Sousse region since Independence.

A 20. "Rentrée scolaire 1971-1972" (The opening of the 1971-1972 school year). El Moudjahid, August 2, 1971.

The educational leaders of the Wilaya of Tizi Ouzou disclosed that:
- 64.7% of the district's children would attend school this year;
- 700 new classrooms would be opened in October;
- a Wilaya Commission would be created to resolve all academic problems;
- five lycees, four CEM's or institutes of technology would be opened in October.

L 21. "Le budget de développement" (The budget for development). Maghreb, No. 46, July-August 1971.

Libya's budget for development for 1971-1972 is a very ambitious one, for it attains the record figure of 300 million Libyan pounds. Of this budget, 30,200,000 pounds are assigned to National Education, 5,100,000 to Labor and Social Affairs, 17,100,000 to Health and 40,000,000 to Housing.

L 22. "Chronologie" (Chronology). Maghreb, No. 46, July-August 1971.

May 18: A study conducted by the Ministry of Health disclosed that at the end of 1970 Libya had about 8,000 hospital beds, 361 doctors, 315 specialists, 68 dentists and 17 pharmacists.

M 23. "L'enseignement au Maroc pendant la dernière décade" (Teaching in Morocco during the last decade). L'Opinion, December 17, 1971.

The percentage of elementary school pupils admitted to secondary schools is much larger than the percentage of lycee students accepted at the university. Between 1962 and 1969 only 11,900 (or 15%) of the nation's 73,000 secondary school students enrolled at the university. For the same period, 21% of the elementary school pupils entered secondary schools.

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

M 24. "Un événement dans l'enseignement commercial à Casablanca" (An event in commercial education in Casablanca). L'Opinion, December 28, 1971.

On January 3, 1972, a branch of one of the world's largest language schools will be opened in Casablanca. This establishment will form part of the chain of schools called "International House" which has students in all parts of the world.

No particular level of education is required to take language courses here, and they are taught according to new methods. After students have taken a test, they are assigned to courses adapted especially to their level.

M 25. "La jeunesse scolaire a organisé un débat sur le rôle de l'association culturelle dans la formation des jeunes" (The "Jeunesse Scolaire" organized a debate on the role of cultural associations in the formation of young people). L'Opinion, April 4, 1971.

Cultural Week, which was organized by Rabat's branch of the Jeunesse Scolaire (Academic Youth), came to an end last week. It closed with an excursion to Temara, during which the members discussed the positive role that the Cultural Association plays in the formation of young people.

M 26. "Le Maghreb dans la vie internationale" (The Maghreb in international life). Maghreb, No. 46, July-August 1971.

From June 1-3, a Congress of Islamic Centers was held in Rabat, and was presided over by Morocco's Minister of Culture and Original Education.

At the end of the congress a report was issued announcing the creation of a cultural service within the general secretariat and of an advisory committee. It also announced greater support for

the existing centers in non-Muslim countries and the founding of new centers and of a Muslim university.

M 27. "Pour une véritable réforme de l'Université" (For a real university reform). L'Opinion, October 18, 1971.

Each year hundreds of young people holding diplomas find themselves unemployed because there are not enough suitable jobs available.

Moreover the educational programs used in Moroccan universities are modelled after French programs and are thus contradictory to the realities of the country, that is to its real needs and to its ideological, moral and spiritual heritage.

A 28. "Chaque classe doit être organisée en 'commune ducative'" (Each class should be organized into an "educational commune"). El Moudjahid, September 14, 1971.

This new school year will be marked by an innovation as far as physical education and cultural animation are concerned. In each school week there will now be 24 hours of intellectual teaching and 6 hours of sports or cultural activities.

A 29. "Le centre national d'enseignement généralisé par correspondance" (The national center of generalized education by correspondence). El Moudjahid, August 12, 1971.

This center, which was created two years ago by the Ministry of National Education and which offers a secondary level education, responds to the needs of people who, for various reasons, cannot take advantage of the traditional means of education.

MAG 30. "'Al Alam' et la bataille de l'arabisation dans le Maghreb" ("Al Alam" and the Arabization campaign in the Maghreb). L'Opinion, January 5, 1971.

Our colleague Al Alam remarked in an editorial yesterday that the Arabization campaign is not being waged uniformly in all Maghreb nations. Certain countries, notably Morocco and Tunisia, still cling to a foreign language as the teaching language. Morocco openly advocates bilingualism and Tunisia goes even further by launching the idea of the Tunisification of teaching in a foreign language.

The people of the Maghreb, who are struggling to liberate themselves from cultural colonialism by ridding themselves of the colonial language,

are supported in their effort by several philosophers and scientists who affirm that the Arabic language is not only valid for teaching experimental sciences but is also a capable vehicle for all new knowledge and more efficient than other living languages.

MAG 31. "Le Maghreb dans la vie internationale" (The Maghreb in international life). Maghreb, No. 45. May-June 1971.

April 20-22: Morocco and Tunisia participated in a conference in Teheran whose purpose was to set up an Agency of Islamic Information. At the meeting a project creating an association of National Press Agencies (I.N.A.) was also elaborated. Other decisions concerned the exchange of articles and radio commentaries and the adoption of Arabic, French and English as the languages that the Association would work in. The Moroccan delegation made proposals concerning the statutes and the financing of this association.

EDUCATIONAL ORGANIZATION

Primary Education

T 32. "Les clubs d'enfants" (Children's clubs). La Presse, March 22-23, 1971.

During the part of the day when children are neither in school nor at home they escape supervision and are openly exposed to the unsavory influence of the streets.

Children's clubs have proved to be excellent solutions for occupying this free time positively. The clubs provide constructive pastimes and complete the work of schools by teaching moral, civic and cultural values, under the guidance of qualified educators. They also offer individual aid and counsel to children seeking solace from unhappy homes, unhealthy neighborhoods or simply boredom.

In Tunisia there are at present 18 of these municipal establishments serving 7,000 youths, but this is insufficient for the growing number of young people attending school.

Therefore many more of these delinquency-preventing clubs should be created by municipalities across the country.

Secondary Education

M 33. "L'enseignement au Maroc pendant la dernière décade" (Education in Morocco during the last decade). L'Opinion, December 16, 1971.

A large proportion of pupils who attend elementary school never reach secondary schools because the social, intellectual and material obstacles which they must overcome to do so are too great.

According to the 1960-1964 Five-Year Plan, at least 40% of primary school pupils were expected to be admitted to the lycee, while the 1968-1971 plan anticipates a figure of only 25%.

Vocational Education

A 34. "Future réserve africaine de cadres à Oran: l'Institut hydrométéorologique a été inauguré" (Future African staff reserve in Oran: The Institute of Hydrometeorology has been opened). El Moudjahid, January 22,1971.

The first Algerian Institute of Hydrometeorology was officially opened in Oran by Mr. M. Nyberg, President of the World Organization of Meteorology. The only one of its kind in Africa, this establishment has a double objective: the training of technicians and the carrying out of research in this field, which is closely tied with Algeria's resources and its whole national economy.

What makes this institution so singular is the fact that it aims to train staff of all levels and in all branches of meteorology (the school in Cairo specializes only in instrumentation, and the one in Nairobi trains only applied engineers). It will train government engineers (level I), applied engineers (level II), technicians (level III), and technical assistants (level IV).

The first class of technical assistants will be graduated this year, and that of technicians in the beginning of 1972. Applied engineers will finish their training at the end of 1972, and at the end of 1973 the first class of government engineers will finish.

A 35. "En octobre prochain à Oran, ouverture d'un Institut Technologique des Télécommunications" (In Oran next year, a Technological Institute of Telecommunications will be opened). El Moudjahid, January 9, 1971.

The opening of this technological institute will, in its initial phase, enable the formation of 1,000 employees and engineers in the fields of electronics, telecommunications and audio-visual technique.

A 36. "Le secrétariat: un tremplin" (The secretariat, a spring-board). El Moudjahid, December 24, 1971.

Trades can either be learned in private schools or in vocational training centers, and there is

a marked difference in the kind of education given in these two types of institution. Private school programs are oriented solely towards specialization, while the curriculum of the centers is designed to teach general culture as well.

T 37. "Revue Tunisienne de Sciences Sociales" (Tunisian Review of the Social Sciences). No. 25, May 1971.

In this issue, Mr. Khalil Zamiti has written a well-documented article (pages 9-53) which shows that Tunisian vocational training centers are not adapted to the needs of the nation's enterprises.

T 38. "M. Fraj Jabbes: les horizons de l'enseignement professionnel et technique sont plus vastes que ceux qu'offre l'enseignement général" (Mr. Fraj Jabbes: the horizons of professional and technical education are vaster than those offered by general education). La Presse, February 28, 1971.

Considering that professional and technical training offers more opportunities than other forms of education, it is ironic that one of its biggest problems is attracting students. The reason for this is that many people erroneously feel that it is inferior to general education. Mr. Jabbes also discussed the expanding role of women in the nation's activities, relations between industry and teaching, and the problem of emigration abroad.

M 39. "Certificat technique et commercial 1972" (Technical and Commercial Certificate 1972). L'Opinion, November 2, 1971.

For the 30th time the C.F.C.I.M. has organized examinations for the Technical and Commercial Certificate (C.T.C.). Examinations for accounting and secretaryship (with or without mention of specialization) will take place in Casablanca.

M 40. "Création du Centre International de génie sanitaire" (Creation of the Internation Center for Sanitary Engineering). Marchés Tropicaux et Méditerranéens. No. 1314, January 16, 1971.

On January 6, Mr. Mamoun Tahiri, Morocco's Minister of Secondary, Higher and Technical Education, opened the International Center for Sanitary Engineering, which is housed within the Mohammedia Engineering School in Rabat. Students from African and Asian countries who wish to specialize in sanitary engineering can now pursue their studies at this school, which already has a large amount of its necessary equipment.

L 41. "Modernisation de l'agriculture par la formation de cadres" (Modernization of agriculture by the formation of staff). Révolution Africaine, January 1-7, 1971.

Libya, which is struggling to modernize its agricultural system, has created 150 agricultural research and experimentation centers all over the nation, to teach modern agricultural techniques and to determine the cultivation methods necessary to assure a rapid development of Libyan agronomics. Moreover, production centers have been set up for the application of experiments devised in these research centers. Agricultural teaching has also been established and it is expected that five years from now Libya will have satisfied all its needs for technicians and engineers.

L 42. "Chronologies." Maghreb, No. 44, March-April, 1971.

On January 12, 1971, a Planning Committee for labor was created. This committee is in charge of training and controlling the labor force.

L 43. "Chronologies." Maghreb, No. 44, March-April, 1971.

UNESCO - January 2, 1971: the UNESCO Center's Arab Advisory Committee, of which Libya and Morocco are members, published the decisions that it had made regarding vocational education at a conference in Cairo at the end of December. Experts were put at the Center's disposal, and its projects were coordinated with the national projects of Arab countries.

Higher Education

L 44. "Chronologie" (Chronology). Maghreb, No. 49, January-February 1971.

On December 2, 1971 a Higher Institute of Petroleum was created in Tobrouk.

T 45. "Séminaire régional des bibliothécaires" (Regional Seminar of Librarians). La Presse, July 8, 1971.

Librarians from the governorates of Beja, Bizerta, Nabeul and Tunis met in a seminar on July 7 and set forth various proposals for the advancement of their profession and the enlarging of their sphere of influence.

Among the proposals were the integration of the activities of libraries into the general planning

of education at all levels, an increase in the amount of funds allotted to libraries, and the creation of regional lending libraries for small communities.

T 46. "La Nation consacre trop de ressources à l'Université pour qu'elle ne soit pas en droit d'être exigeante quant au résultat" (The nation dedicates too much money to the University not to have the right to be demanding as to its results). La Presse, March 7, 1971.

The Board of the Faculty of Law, Political Science and Economics has adopted a new series of teaching reforms for Law and Economic Science degrees and, simultaneously, a new system of exams for the 1970-1971 school year.

Since the new system of exams is more advantageous to the student than the former one, it is surprising that its introduction was met with discontent. This article attempts to clarify any misunderstanding on the part of the students as to how the new system works.

The introduction of partial exams into the system means that a student's success or failure in each subject no longer depends on the results of one final exam, but that it is based on an average of two exams (the final exam and a partial mid-term exam given during the course of the year). This system is obviously more just for the studious learner (though unfavorable to the end-of-year crammers), since results are less random and give him greater chances of success. From the academic point of view it is also an improvement since it requires a more continuous effort on the part of the student which can only enrich his educational experience.

A 47. "Le ministère de l'intérieur communique: Dissolution de l'U.N.E.A." (The Ministry of the Interior announces: The dissolution of the U.N.E.A.). El Moudjahid. January 16, 1971.

Following an investigation and a seizure of documents, it has been formally established that the U.N.E.A. has become the instrument of a clandestine and subversive political movement.

As a result of this discovery, the dissolution of the U.N.E.A. as of this date has been announced.

A 48. "Ecole Normale Supérieure d'enseignement polytechnique d'Oran" (Oran's Higher Polytechnical Teachers' Training School). El Moudjahid, June 5, 1971.

The aim of this school is to train teachers

who will instruct scientific (mathematics, physics, chemistry) and technical (mechanics, electricity, electronics) subjects in the second cycle of secondary education.

It takes 4 years to complete the program of study and the student teachers are granted a scholarship of 300 Dinars per month.

A 49. "Mostaganem: Une école des cadres du cadastre en Algérie" (Mostaganem: A school for professional cadastral surveyors in Algeria). El Moudjahid, May 6, 1971.

This school, which was recently opened in Mostaganem, is the first of its kind in Algeria, and constitutes an addition to the three already existing Institutes of Technology.

A 50. "Hydrocarbures: un séminaire national du 15 au 25 septembre" (Hydrocarbons: A national seminar from September 15 to 25). El Moudjahid, September 3, 1971.

The seminar will be held at the National Institute of Hydrocarbons in Boumerdes and the participants will discuss the results of their research in the field of petroleum. Petroleum executives from SONATRACH, students from Dar El Beida's Algerian Institute of Petroleum, from the Boumerdes Institute and from various universities will attend the seminar.

MAG 51. "Réunion du C.M.E.R.A." (Meeting of the C.M.E.R.A.). Maghreb. No. 47, September-October 1971.

The Administrative Council of the Maghreb Center for Administrative Study and Research met in Rabat on July 7 and 8.

MAG 52. "Ententes Régionales" (Regional agreements). Maghreb, No. 46, July-August 1971.

May 2-5, 1971: During this week, in Rabat, the first Maghreb Medical Congress was held. The Congress was devoted to surgical infection and therapy with antibiotics, and a common report was published.

ADULT EDUCATION

T 53. "Revue Tunisienne des Sciences Sociales" (Tunisian Review of the Social Sciences). Tunis, No. 24, March 1971.

This issue contained two studies and a note on education.

1. David C. Kinsey: "Mass Education and its Socio-Economic Implications in Tunisia."
2. John Simmons: "Adult Education and the level of literacy in a Tunisian village."
3. The note is by Sadok Sahli, on "Education in Tunisia after the 1958 reform."

M 54. "Remise des diplômes à l'école des Cadres" (Awarding of Diplomas at the Executive School). L'Opinion, July 4, 1971.

The Minister of the Interior presided over a ceremony at which diplomas were awarded to the 33 students of the 6th graduating class of Kenitra's Executive School. These students completed a military training program as well as two years of theoretical and practical study in various branches of learning.

TEACHER TRAINING

A 55. "Maison familiale de Thémia: 130 élèves apprennent à devenir des éducatrices rurales" (Themia's Family House: 130 pupils learn to become rural educators). El Moudjahid, July 2, 1971.

The establishment receives young city or country girls of all ages and from all socio-economic levels. It gives its students a complete formation by encouraging personal development and civic and social responsibility, and by teaching hygiene and home economics.

In effect these young girls are trained to become good rural educators of their children and good homemakers.

TEACHING AIDS

T 56. "Bientôt l'audio-visuel dans l'enseignement" (Audio-visual systems will soon be introduced into education). El Khansa, No. 2, May 1971.

Fourth-year students at Tunis's Higher Teachers' Training School have just completed a training program in the use of audio-visual aids. This training program was sponsored by the school itself and by l'Institut National de Pédagogie (National Pedagogical Institute), and was taught by French audio-visual experts.

Although it has been announced that audio-visual networks will soon be introduced into the nation's secondary school system, there are still many doubts as to how successful it will be as a teaching method in Tunisia, and as to whether it will be equally effective for all subjects.

T 57. "L'histoire de l'Education: une oeuvre utile" (The History of Education: a useful work). La Presse, March 12, 1971.

Mr. Mohamed Ghedamsi and Mr. Bechir Zribi have made an important contribution to Arab civilization by translating Roger Gal's classic L'Histoire de l'Education" (The History of Education) into Arabic. This work will be a precious addition to the Arab Library of Human Sciences as well as a great aid to unilingual Arab educators who can now develop a better understanding of the history and evolution of education, thus shedding light on its current problems.

M 58. "Le problème des musées au Maroc: Nous avons besoin de musées ouverts sur l'avenir et non de ghettos du passé" (The problem of Moroccan museums: we need forward-looking museums and not ghettos of the past). L'Opinion, December 6, 1971.

In the 15 years that Morocco has been independent the country has created only one new museum. Moreover, none of the existing museums has laboratories for the restoration or preservation of their works.

It should also be noted that the nation needs museums which can interest and instruct the mass of Moroccan people and not simply ethnographic museums for tourists.

A 59. "Le Centre de Culture et d'Information de Constantine. II. Un avenir prometteur" (The Center for Culture and Information of Constantine. II. A promising future). El Moudjahid, January 27, 1971.

The Center for Culture and Information is open to perfection on all levels. First on that of its books, which number 8,000 (6,000 of which are in Arabic). Next, on that of locale, as its present quarters are proving too cramped for the growing number of members and passing readers.

It must, however, be mentioned that within the framework of the special budget recently granted it, several noteworthy projects are being studied. First, the creation of a review on the regional scale seems to be foreseen. The role of this review would be essentially to reflect the cultural picture of the eastern part of the country.

Also foreseen - and this will be more difficult - is the creation of a club for film producers designated from among the members who will be given the task of producing chosen plays. What is remarkable is the part of those responsible

for the Center, which will be limited only to orienting them, and to giving them advice when necessary.

A 60. Al Moutaouassate al Kafi fi Ilmi l'Ouroudh oual gaouafi (Collection of themes and versification). By Moussa Al Ahmadi Nouionette.

The author, a powerful intellectual and a staunch advocate of Arab and Algerian culture, has written several pedagogical books one of which, dealing with Arabic versification, has been included in Algeria's secondary school program since 1968.

This work, through its method, its clarity of expression and its highly educative objectives will be of great help to all who are interested in Arabic versification and especially to young poets, for each of the author's explanations is followed with examples from great ancient and modern poets.

Thus we find a collection of works by Ali Magari, Abou Baki Ben Madjeber, Ibn Erroumi, Aroua Ibn Ouard, Lisan ed-Dine ben al Khatib and others.

A 61. "Un bureau culturel universitaire à Oran" (A university cultural bureau in Oran). El Moudjahid, January 6, 1971.

Last Monday, following the example of Algiers and Constantine, Oran created a University Cultural Bureau at the Seat of the National Commissaryship of the Party. Moreover, a commission charged with Arabizing students who have been subject to French influence will also be set up shortly.

A young and original enterprise, the University Cultural Bureau proposes to explain, comment on and if need be to take stock of the work of Algeria's painters, poets, meddahs, etc. Thus, for the theatre, a research bureau is already studying plays by young authors and a similar bureau is examining all aspects of music (Chaabi, Andalusian, Bedouin, modern, etc.). Moreover, a bureau of historical research has taken upon itself the giant task of rereading history, adjusting it if truth so requires, and rewriting it.

There are also bureaus of the press, recreation and staging, and starting next year the National Bureau expects to see a massive inter-regional cultural exchange in order to make better known the morals and customs of the different wilayates.

RELIGIOUS EDUCATION

A 62. ""Centre Culturel Islamique d'Alger" (The Islamic Cultural Center of Algiers). El Moudjahid, October 5, 1971.

For the month of Ramadan, the Minister of Original Education and Religious Affairs has organized a series of debates on religious themes at Algiers' Islamic Cultural Center. These sessions will be held every Thursday and Saturday at 8 o'clock and should be of special interest to students and young people who desire to deepen their knowledge of authentic Islam.

L 63. "Panorama bimestriel" (Bi-monthly panorama). Maghreb, No. 43, January-February 1971.

Colonal Kadhafi made an important speech at the opening of the Conference of Islamic Missionaries. He particularly remarked that Islam is more progressive than Communism, and that its principles are more important than the doctrines of Marx, Lenin, Mao Tse Tung, or Castro.

MAG 64. "L'Afrique du Nord et le maintien des traditions chrétiennes" (North Africa and the preservation of Christian traditions). By Abbé Dahmar, Paris. Ecrits de Paris, Revue des questions actuelles (Report from Paris, a survey of current problems), 1971.

This article is the text of a lecture given by a clergyman of Kabyle origin, on the 20th anniversary of the founding of the journal Rivarol. The ecclesiastic evoked the Christian traditions of North Africa and their most celebrated representatives, Tertullian and St. Augustine.

ARTISTIC EDUCATION

L 65. "Les travaux du Congrés de la Musique Arabe" (The work of the Conference on Arab music). El Moudjahid, January 13, 1971.

The first Conference on Arab Music held Monday at the seat of the Tripolitan Congress presided over by the Libyan Arab Republic delegation, decided to create five artistic commissions including Education and Culture, Patrimony of Traditional Arts, Popular Arts, Musical Production and Historical study. It also defined the goals, functions and responsibilities of each of these commissions.

The Iraqi delegation insisted that an important place be accorded to ballet in Arab countries, while the Palestinian delegation requested the creation of an artistic commission devoted to musical patrimony and encouraging the production of Arabic music in occupied Palestine.

L 66. "Chronologies." Maghreb, No. 44, March-April 1971.

January 13, 1971: At Tripoli an Arab Academy of Music has been created.

M 67. "Meknes: Massah El Chad a célébré la X^e journée mondiale du théâtre" (Meknes: Masrah El Ghad celebrated the tenth World Theatre Day). L'Opinion, April 2, 1971.

Students, professors and presidents of associations all gathered to celebrate this artistic anniversary with the troupe of Meknassi.

M 68. "Lahkim, un peintre de talent qui se débat dans son anonymat et sa détresse" (Lahkim, a painter struggling in his anonymity and his distress). L'Opinion, March 15, 1971.

Morocco is a genuine hotbed of artistic talent. Many young Moroccan painters are gifted enough to be classed among the most celebrated members of the profession. However, any who have succeeded in making a name for themselves have done so abroad, for conditions within the country are unfavorable to advancement in this field.

A 69. "Centre Régional d'animation culturelle de Constantine" (Constantine's Regional Center of Cultural Animation). El Moudjahid, October 4, 1971.

In 1965 an ambitious and indefatigable group of about 100 young men and women from this center decided to create an amateur theatre troupe.

The troupe is enormously successful, and puts on up to 3 plays at a time.

SPECIAL EDUCATION

T 70. "Une commission se réunira annuellement pour établir les programmes de coopération tuniso-française en matière de jeunesse et de sports" (A commission will meet annually to establish Tunisian-French cooperative programs for youth and sports). La Presse, October 28, 1971.

At a work session, Mr. Tahar Belkhoja, Tunisia's Minister of Youth and Sports, and Joseph Comiti, the French Prime Minister's Secretary of State in charge of Youth, Sports and Leisure, adopted measures to reinforce Tunisian-French ties in the field of sports and youth. In particular, they created a permanent work group which will meet once a year, alternately in Paris and Tunis, whose

function is to coordinate exchanges of young people and athletes and to supervise the execution of programs set up by the two nations. The Commission will also study measures necessary for the creation and operation of training institutions for Tunisian staff and teachers.

L 71. "Chronologie" (Chronology). Maghreb, No. 46, July-August 1971.

May 16: A decree reorganizing the services of the Ministry of National Education was passed.

300 Yugoslav doctors arrived to work in the various hospital establishments of the nation.

M 72. "X^{e} anniversaire de la crgation de l'Institut National de Statistiques et d'Economie Appliquée" (Tenth anniversary of the creation of the National Institute of Statistics and Applied Economics). L'Opinion, July 4, 1971.

The aim of this school is to form statisticians and economists in order to supply the country with qualified experts in analysis and economic planning.

In ten years the Institute has trained 169 engineers, including 89 Moroccans, 37 Algerians, 22 Tunisians, 2 Frenchmen, 7 Camerounese, 2 Malians and 1 Congolese.

M 73. "Ouverture du stage de formation des recenseurs" (The opening of a training period for census-takers). L'Opinion, July 8, 1971.

The Secretary of State for planning presided over the opening of a training program for 800 census-takers from the Prefecture of Casablanca.

These trainees were recruited primarily among members of the teaching corps. Throughout the country, about 18,000 teachers will be instructed in the methods of census-taking.

A 74. "L'Ecole Nationale de la Navigation Maritime. L'année 1971 sera celle de la normalisation" (The National School of Navigation. 1971 will be the year of normalization). El Moudjahid, January 6, 1971.

The school receives students from 17 to 22 years of age through competitive examination. Other admission requirements are the holding of a B.E.G. (General Education Certificate) or 3 years of study at a technical school

Candidates who have reached the terminal class level and who wish to enter the merchant marine are admitted directly as second-year students and consequently as aspiring mechanical or navigational officers. Some 52 months of theory and actual navigation are required to earn the certificate of 2nd Lieutenant.

Starting in 1971, the school counts on creating a third section for the rank of Captain. To achieve this grade 36 months of theory and more than 50 months of actual navigation are necessary.

For the 1969-70 session, the school expects to produce some 70 officers who have almost finished their training period at the C.N.A.N.

A 75. "L'Ecole Nationale de navigation maritime" (The National School of Navigation). El Moudjahid, October 4, 1971.

The school forms the officer-candidates and 2nd class Lieutenants of Algeria's merchant marine. Like the Center of Maritime Apprenticeship, it falls under the jurisdiction of the Ministry of Transportation. The school has four sections of study:

- Deck section
- Engine section
- Navigation Lieutenants' section
- Engineer Lieutenants' section.

A 76. "Agriculture et réforme agraire" (Agriculture and agrarian reform). Maghreb, No. 49, January-February 1972.

Decrees No. 71-255 and 71-256 which were issued on October 19, 1971 by the Minister of Agriculture and Agrarian Reform created:

- A technological Institute of Saharan agriculture;
- A technological Institute of Forestry.

COOPERATION

T 77. "Coopération tuniso-allemande" (Tunisian-German cooperation). Maghreb, No. 47, September-October 1971.

Proceedings of the Tunisian-German sub-commission of youth were held in Bonn on August 17 and 18. During the sessions the sub-commission established a program of cooperation for training personnel and exchanging young people.

L 78. "Chronologies." Maghreb, No..43, January-February 1971.

December 7, 1970: The C.C.R. ratified the agree-

ment that Libya and Tunisia had concluded on August 25 in Tripoli.

L 79. "Rubrique Législative" (Legislative column). Maghreb, No. 46, July-August 1971.

Law No. 71-23 passed on July 14, 1971, concerns the ratification of an agreement on qualified labor concluded between Tunisia and Libya. (Journal Officiel No. 26, of June 11-15, 1971, p.740)

L 80. "Chronologie" (Chronology). Maghreb, No. 48, November-December 1971.

On October 3, 1971, France and Libya signed an agreement concerning the training of Libyan personnel in the field of health.

L 81. "Chronologie" (Chronology). Maghreb, No. 48, November-December 1971.

On September 8, an Algerian delegation charged with studying the possibilities of cooperation between the two countries in the field of vocational training, arrived in Tripoli.

M 82. "Programme d'échanges pour 1971-72 avec la Tunisie" (1971-72 exchange program with Tunisia). Maghreb, No. 47, September-October 1971.

The third session of the Tunisian-Moroccan Commission for Cultural cooperation held its proceedings from July 21 to 26. On the last day they signed an agreement for a program of exchanges in 1971 and 1972.

M 83. "Coopération culturelle avec la Tunisie" (Cultural cooperation with Tunisia). Maghreb, No.47, September-October 1971.

July 21-26: During his visit in Tunis, the head of the Cultural Department of Morocco's Ministry of Foreign Affairs met with his Tunisian counterpart to discuss questions concerning youth exchanges and scholarships.

On the 26th, Mr. M. Klibi, Tunisia's Minister of Cultural Affairs and Mr. Anazzani, Morocco's Ambassador to Tunisia, signed an agreement for a program of cultural cooperation.

A 84. "Chronologie" (Chronology). Maghreb, No. 46, July-August 1971.

June 24-25: Mr. J. Monod, director of the Pasteur

Institute, made a visit to Algiers and signed an agreement for technical cooperation with the Pasteur Institute of that city.

A 85. "Le Maghreb dans la vie internationale" (The Maghreb in international life). Maghreb, No. 45, May-June 1971.

April 19-24: Mr. El Mandjra, assistant director of UNESCO, made a trip to Algeria to attend a convention on the social sciences. While visiting the country he also met with Algeria's Minister of Education to discuss Algeria-UNESCO accomplishments and their joint efforts on the literacy program.

A 86. "Ordonnance No. 71.63 portant ratification de l'accord relatif à l'établissement d'une commission algéro-nigérienne pour la coopération économique, culturelle, scientifique et technique" (General Order No. 71.63, ratifying the agreement relating to an Algerian-Nigerian commission for economic, cultural, scientific and technical cooperation). Maghreb, No. 48, November-December 1971.

This commission, which is composed of both Algerian and Nigerian members, is in charge of defining the form that Algerian-Nigerian cooperation should take.

A 87. "Chronologies." Maghreb, No. 45, May-June 1971.

April 22-30: In Rabat this week the Algerian-Soviet Commission for Economic, Scientific and Technical Cooperation held a preparatory meeting.

On April 29, Algeria and Czechoslovakia signed an agreement for cooperation in the fields of education, culture, youth and public health for the years 1971-1973.

SPECIAL PROBLEMS

A 88. "A Tiaret, des caves transformées en internats de jeunes filles" (In Tiaret, cellars have been transformed into girls' dormitories). El Moudjahid, June 6, 1971.

Despite the fact that they may be uncomfortable and unhealthy, educational authorities of Tiaret's lycee and teachers' training school have transformed cellars into dormitories so that 140 women might be able to continue their studies at these establishments.

A 89. Affrontements culturels dans l'Algérie Coloniale: écoles, médecines, religion 1830-1880 (Cultural conflict in Colonial Algeria: schools, medicine, religion 1830-1880). By Yvonne Turin. Paris, Maspero, 434 pages.

Yvonne Turin's book is a study of the confrontation of two contrasting civilizations in the fields of education, medicine and religion during the first fifty years of French colonization in Algeria.

A 90. "Béjaia: 180 jeunes filles suivent des cours de couture au centre 'Fatima Ramtani'" (Bejaia: 180 young girls take courses in dressmaking at the "Fatima Ramtani" center). El Moudjahid, January 10-11, 1971.

At a time when the Four-Year Plan and special programs are changing the face of Algeria, the integration of women into the economic life of the country is a necessity. Today's women must be prepared to participate actively in the nation's enormous task of socialist edification.

This preparation, included among the objectives of the Revolutionary Power, is already ensured with the creation across the country of several technical training schools. To complete her formation, Algeria's woman must be transformed from yesterday's combatant to today's worker, and once she has become productive, all psychological prejudices will disappear, giving birth to a new society with a bright future.

T 91. "M. Sadok Ben Jemaa demande aux étudiants de prendre contact avec les milieux populaires" (Mr. Sadok Ben Jemaa asks students to enter into contact with the people). La Presse, February 24, 1971.

Mr. Jemaa, a member of the Party's Central Committee and Secretary of State for Social Affairs, presided over a conference in Jerba which united Destourian students from the four southern governorates.

Such meetings inform students on the nation's progress and give them an idea of its prospects for the future. They also constitute an occasion for young people from different areas to get to know one another and to assess local and national problems. In effect, they prepare students for their future job as responsible citizens aiding the development and unity of the nation.

T 92. "Chronologies." Maghreb, No. 45, May-June 1971.

Students of Tunis's Faculty of Law, Political

Science and Economics went on strike on March 2 to protest against the board's decision to introduce a system for more continuous control of their work.

When the school was finally closed on March 5, President Bourguiba disclosed his disapproval of this measure. The strike continued and on the 9th students from the Faculty of Humanities joined. On the 13th, students even boycotted examinations which were nevertheless held the following week.

M 93. "Chronologies." Maghreb, No. 44, March-April 1971.

On January 19, the UNEM (National Union of Moroccan Students) issued a statement protesting the dissolution of the UNEA (National Union of Algerian Students). The organization was allegedly dissolved in order to break up the Maghreb-wide student progressivist movement.

M 94. "Chronologies." Maghreb, No. 45, May-June 1971.

March 17-20: Following the return to classes, clashes broke out in Rabat's University residence center, between members of the U.G.E.M. (General Union of Moroccan Students: Istiqlal) and those of the U.N.E.M. (National Union of Students from Morocco's UNFP).

M 95. "Faits et questions d'actualité" (Facts and Issues of the day). Maghreb, No. 46, July-August 1971.

As a result of the strike in the beginning of 1971, university programs are very much behind schedule, and on June 10 and 11, students demanded that examinations be postponed until the fall. It seems that the ranks of the U.N.E.M., the chief instigator of the demonstration, are filled with left-wingers.

M 96. "Les étudiants désertent la Cité Universitaire" (The students desert the University residences). L'Opinion, July 4, 1971.

Following the events which once again disturbed Rabat's University residences, both resident and non-resident students decided to leave the campus yesterday. This decision was reached during a general assembly of students which was held the night before the evacuation.

M 97. "Le jeune marocain doit être élevé dans un esprit de compréhension et de tolérance" (Young Moroccans should be raised in an atmosphere of understanding and tolerance). L'Opinion, March 18, 1971.

The social evolution that Morocco has been undergoing for several years now has created a "generation gap" between liberal youth and their generally conservative families. This gap has led to differences not only in their ideologies but in their ways of living as well.

M 98. "Chronologies." Maghreb, No. 44, March-April 1971.

January 22-24, 1971: At a conference in Rabat on educational problems, organized by the National Union of Higher Education (SNES), the participants declared themselves against bilingualism and cultural cooperation.

M 99. "Chronologies." Maghreb, No. 46, July-August 1971.

May 20-29: The second Pan-African Women's Conference which was held in Rabat was organized by the C.E.A. and the German Foundation for Developing Countries and was presided over by Mme. Halla Fatima Zohra, president of the U.N.F.M.

At the conference, resolutions were adopted concerning the incorporation of programs for family planning and the advancement of women into the national plans for development.

M 100. "Des centaines d'associations de jeunes . . . sans efficacité!" (Hundreds of youth associations without effectiveness!) L'Opinion, April 1, 1971.

L'Opinion considers that it would be better to have about 50 well-structured associations with serious and well-studied programs than the 700 or 800 inactive and disorganized ones which now exist. Moreover, it has noticed that most of these associations have been created out of purely lucrative objectives.